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ABSTRACT

A study conducted by 19 student researchers under a grant from the Fund for the Improvement of Postsecondary Education, concluded that very little information is designed to aid students to make a choice for their future. Three separate publications resulted, called the "Options Handbooks." Material from these handbooks is synthesized here. The summaries review the information needs of post secondary students in the context of recent consumer protection debates, review the need for financial resources information and give examples of dissemination strategies in five states and at the national level, and discuss the relation between the roles of information and counseling, with the focus on how to assist students in developing their decision-making abilities. Fifty-nine references are included. (Author/DS)

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The Options Handbook

COMMUNICATING WITH PROSPECTIVE STUDENTS
ABOUT POSTSECONDARY EDUCATIONAL OPTIONS

Summary and Recommendations

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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THE NATIONAL STUDENT EDUCATIONAL FUND

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NSEF

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Preface

This publication is the result of more than 18 months of research and analysis by 19 authors who produced 17 chapters published in three Options Handbooks by the National Student Educational Fund under a grant from the Fund for the Improvement of Postsecondary Education.

The material in this Summary and Recommendations handbook is drawn from the three books and represents a distillation of the important findings and suggestions made by the authors. Many of these findings and recommendations may seem obvious — laughably, while others may appear to be esoteric or [illegible]. Whether you find them accurate or absurd we hope you will give them your consideration, for they all come out of the growing consumer protection movement in higher education which has its roots in the postwar educational reform movement of the 1940's.

All of us who worked on this project share the belief that the purpose of higher education is to enrich the lives and minds of students. For too many years the purpose has been obscured by the demands of governments and industry for trained workers, the bureaucratic needs of institutions, research-oriented faculty, and all the other pressures of the post-war baby boom and the fast-food era in higher education.

Because of these factors today's students have the [illegible] choices from basic incompetence or ambivalence that [illegible] proves trying an impossible or expensive. It is our [illegible] that as a result of the consumer protection movement [illegible] higher education the needs of students will become part of [illegible] major part of postsecondary educational policy-making [illegible] and planning on the federal, state, and institutional [illegible].

Before we have listed the chapter headings and authors for the three Options Handbooks and to the funding [illegible] we have provided brief biographies of ourselves to give [illegible] you some idea of our biases and backgrounds. And [illegible] we should detect a pro-student attitude in the books [illegible] need not amazed—that is our intent.

Book One
INFORMATION NEEDED BY THE STUDENT CONSUMER

Consumer Protection in Postsecondary Education — Lauren Olson
What Students Need to Know About College — Seth Brunner
Information as a Factor in Decision-Making by Prospective Students — Nancy Greenberg
Information Currently Collected and Its Potential Use by Students — Diane Williamson

Book Two
INFORMATION DISSEMINATION CONCERNING COSTS AND FINANCIAL AID

Financial Aid and Cost Information — Kevin Doran
A Six Week Course for High School Students — Kevin Doran
The Information Dissemination System in California — Randy Burd
The Information Dissemination System in Oregon — Victoria McIntyre
The Information Dissemination System in Wisconsin — Peter Cove
The Information Dissemination System in Illinois — Charles Wesolo, Mike McConnell and Deborah [illegible]
The Information Dissemination System in New York — Peter Connes
Information Dissemination at the National Level — Fritz Edelstein with Lauren Olson

Book Three
COUNSELING TO IMPROVE STUDENT DECISION-MAKING

Counseling as an Information Service — Seth Brunner
The Counseling Process: Interactions and Outcomes — Don Brunnre
Regional Counseling: A Community **Based** Approach — Scott Wren
Meeting the Information Needs of Minority Students — Frank Worley
Factors Affecting Postsecondary Educational Decision-Making by Women — Jennifer Ryan

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Introduction:

The Information Gap Project

SUMMARY:

Book ONE

Information Needed by the Student Consumer is a collection of issue papers written for the Information Gap Project. As the first of three handbooks concerned with the information needs of prospective students it attempts to establish the *consumer protection* framework which underlies the entire Information Gap Project. It is specifically concerned with the sudden and rapid growth of the notion of consumer protection in postsecondary education. It moves from a general overview of consumer protection to an examination of student information needs and the information resources available to close the information gap.

This summary will first highlight the themes and findings of each of the four issue papers in this book and then proceed to a brief discussion of the major recommendations of the authors for improving the information system in order to protect the student consumer.

● CHAPTER ONE: CONSUMER PROTECTION IN POSTSECONDARY EDUCATION

On August 1, 1975, nearly 11 million students in 8900 postsecondary educational institutions in the United States became entitled under federal regulations to full disclosure of information about the quality of their education, the terms under which they and their families will pay for it, and the job possibilities awaiting them upon their completion.

Each student now has the right under federal regulations to a "good faith" effort by an institution to present a complete and accurate statement (including printed materials) about the institution, its current academic or training programs, and its faculties and facilities, with particular emphasis on those programs in which the prospective student has expressed interest" before the time the prospective student obligates himself or herself to pay tuition or fees. The regulation continues: "in the case of an institution having a course or courses of study, the purpose of which is to prepare students for a particular vocation, trade or career field, such statement shall include information regarding the employment of students enrolled in such courses" (*Federal Register*, February 20, 1975, p. 7596).

Several years ago, few persons would have thought that students and prospective students would have this right, which is contained in a short section of the *new Federal Regulations covering all institutions participating in the Federal Guaranteed Student Loan Program.* Virtually all collegiate and many trade and technical schools are covered and all students and prospective students have the right to information, whether they apply for a loan or not.

(1) This right to information came from the federal government's efforts to stem the rising tide of student loan defaults. In the summer of 1974 the U.S. Office of Education was called before the education committees of Congress to find out what they were doing to stem the rising tide of default claims by banks and schools on unpaid student loans. Default and other federal loan insurance claims (for death, disability and bankruptcy) paid for by the federal government, rose from $47 million in 1973 to a staggering $202 million projected for 1976. As officials from the Guaranteed Student Loan Office prepared to testify, there was no end in sight to the problems of defaults. The problems of the federal loan program, currently lending $1.5 billion in over one million new loans per year, were just beginning to surface.

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(2) Defaults call for consumer protection remedies. The reasons for defaults were unclear even after studies were done of default characteristics. Many persons said the lack of jobs for college and trade school graduates in a sagging economy was making it hard to repay loans. Others pointed to the fact that many defaults were made by persons who had dropped out of school after the first few weeks or months—and thus did not feel very good about either their educational experience or an obligation to repay a loan for an education they never received. Others pointed to the advertising and recruiting practices of commissioned salespersons at profit-making schools, and admissions offices of non-profit schools. Students often were signed up for loans as part of the admissions process without a full understanding that a loan was actually being made, or that it would have to be repaid even if a person dropped out. Others pointed out that many schools and banks which made the loans were finding it easier to send in student default claims to the federal government as soon as a student was 120 days behind payment in order to collect the full amount of the federal insurance, rather than spend their own money on administrative efforts to collect partial amounts from students. And others pointed to the fact that the great bulk of loan defaults were arising in about 150 out of 5900 schools, many of which had:

a. high dropout rates (77% of defaulting students in public colleges, and 37% in proprietary institutions had not made a single payment, which is often an indication that the defaulter has dropped out. [GSLP Loan Estimation Model, U.S. Office of Education, September 1974, III-23].);

b. inadequate administrative services to make proper loans in the first place;

c. relied too heavily on income from loans as a method of financing their institutions;

d. a basic conflict of interest in both inducing enrollments by making loans easy to get, and then having to collect on the same loans.

The only thing that everyone agreed on was that a lot of loans were being made by schools and banks under inadequate administrative standards, that many students did not have enough information to understand their loan obligations and rights in what, for many is the first major financial transaction of their life. In addition, everyone agreed that the deep pocket of the U.S. Treasury was paying for just about everyone's mistakes; and students were having to pay on loans for education they never received.

(3) All parties agreed that information and counseling for consumers must expand. Most witnesses and other participants in the debate over student loan defaults—whether representing the diverse interests of banks, state loan agencies, educational institutions, federal education and regulatory agencies, students, or Congress—strongly stressed the need for much more accurate and extensive information and counseling for students, both about their rights and obligations under the loans, and more importantly, about the kind of educational experience they could expect. Some parties even advocated increased information as a *substitute* for more direct governmental intervention. Others advocated information disclosure as the best preventive medicine against future defaults. Thus, for many reasons, a consensus of all parties was reached that students needed much better information before taking out loans.

Out of this process (during Fall 1974 and Spring 1975) the Guaranteed Student Loan Regulations were developed to clamp down on many financial practices of banks and schools. One of the sections of the Regulations establishes the right of all students and prospective students (regardless of whether they have taken out a loan or not) to complete and accurate information about institutions.

Similar regulations have been proposed by the Federal Trade Commission covering "advertising, disclosure, cooling off and refund requirements" for proprietary (for-profit) vocational and home study schools (correspondence schools). In contrast to the flexible standards for disclosure under GSLP regulations, in the proposed FTC regulations, the disclosure of information about employment demand or salary levels would be in a specified, uniform format (*Federal Register*, May 15, 1975). Schools have vigorously opposed the more specific FTC standards.

(4) Federal intervention to establish students' rights to information is a sharp change from the past. The intervention by the federal government to establish a prospective student's right to information from a school, as well as to regulate other parts of student-school financial transactions (such as requiring refunds of tuition when a student withdraws) is a sharp change from the federal government's tradition of not interfering with, or regulating the governance of colleges or the internal legal relationships between students and college. Through strong tradition, the federal government—regardless of political party—has never seen its role in promoting education as involving wholesale regulation of colleges in a manner similar to the massive regulation of interstate commerce.

Such regulation is seen as the role of state governments and private institutions. Yet, the *necessity to protect the federal funds involved in the student loan transactions* (loans which are used as a major tool to induce enrollments under federal objective of increasing access to postsecondary education) has brought the current level of direct federal regulation of educational institutions and the establishment of student rights.

This development comes at a time when other substantial rights of students in relation to postsecondary institutions have also been established by the federal government, including the right to see (and restrict the use of) educational records, and the right not to be discriminated against on the basis of race or sex.

CHAPTER TWO: WHAT STUDENTS NEED TO KNOW ABOUT COLLEGES

(1) Students and prospective students need information to meet *students'* needs—not the needs of institutions or the government. As documented in surveys of student opinion and student characteristics (Engen and Crippen, 1973) students need information to help them make decisions to accomplish their two major purposes for seeking postsecondary education:

a. personal self development;

b. development of skills that will enhance their employability.

(2) Different purposes mean differences in the information needs of students and the information needs of institutions. These differences in purposes mean that different information is needed by students, and by institutions, and by governmental agencies, to help each of them fulfill their separate purposes. An institution's purpose in enrolling persons in a specific field, and a student's purpose in learning the same occupational skill, require very different information and services in different forms even though they are attempting a student-institutional match.

(3) What are the specific questions students and prospective students ask about postsecondary education? In providing the information to meet the needs of students, prospective students and their families, it is important to actually survey the many kinds of students and their families (rather than the institutions and governmental agencies) to find out the questions they are asking.

(4) Five major questions asked by students in Oregon. In a recent survey conducted during 1974-75, high school seniors from a cross-section of economic, social, geographic, and academic backgrounds in Oregon were asked what questions were most important to them in selecting a post high school program or institution (Kinnick, 1975). Students already in college, and high school counselors, were surveyed as well. Questions in which there was a high information need fell into the following five areas,

a. What are your chances of qualifying for how much of what kinds of financial assistance to pay school costs?

b. How much will it cost to complete a particular course or program?

c. Who are the courses and programs designed for and what do they enable you to learn and do?

d. What do current students say about the school and its programs?

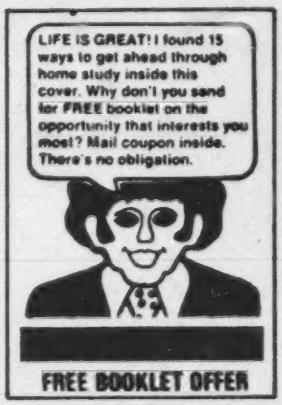
e. What will happen to me if I choose to attend the school? That is, will I be able to compete academically? What are my chances of graduating?

These questions are very similar to those developed for student evaluation of occupational education programs in pioneering work by the Specialty Oriented Student Research System.

(5) Students need to be involved in developing any new information systems, and in determing what information students need to know. Prospective students will need to be surveyed, and the results will need to be tested to determine what information will most effectively meet students' needs. Students should also be involved in the review of various types of information disseminated by postsecondary educational institutions. Review of student satisfaction can take place through the use of course and teacher evaluations. Students can assist in reviewing the financial aid information process through financial aid advisory committees.

CHAPTER THREE: INFORMATION AS A FACTOR IN DECISION-MAKING BY PROSPECTIVE STUDENTS

(1) Prospective students are receiving more communication from educational institutions but are not receiving more useful information. At the present time students make decisions about which institution or program to enroll in based mainly on information produced and disseminated by the institution itself. Since the individual educational institution is the primary disseminator of information—students, prospective students, and their families are highly dependent on this information.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—La Salle Extension University

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When the information provided on various postsecondary educational options is inadequate, the ability of an individual to make reasoned decisions about his or her future is impaired.

(2) Receiving information prepared to meet the purposes of the institution limits a prospective student's base of information and necessarily renders his or her decisions less well-reasoned. The enrollment decline of the 1970's has placed tremendous pressure on educational institutions to attract sufficient numbers of students to ensure institutional survival. Institutions rely on information they prepare about themselves including catalogs, brochures, and radio, television, and newspaper advertisements, and on personnel in recruitment, admissions and counseling to present an attractive picture of the institution to potential students. This information does not always meet the needs of prospective students making personal educational and vocational decisions.

(3) Individuals need certain kinds of information in order to make decisions that satisfy their personal goals. Researchers need to pay more attention to considerations like the kinds of information that will best benefit prospective students, the kinds of information that are most likely to reach a prospective student, and the forms in which information is most helpful. In addition, the varying information needs of different groups of potential students need to be examined.

(4) Better information can aid persons to make better educational choices and to get better control over their lives. A wide base of information allows for better reasoned decisions about any problem by a person or organization. The information base of a decision-maker is widened when information is collected, analyzed, summarized and communicated based on the purposes and needs of the decision-maker. A base of information is widened when information can be compared from competing sources, such as from competing educational institutions, from governmental agencies, private information agencies and student groups.

(5) Better information collected and received by a prospective student allows more control over important educational decisions in his or her life. This is because a person can rely on, plan, and trust the information—rather than hope the information is accurate. Better information cannot eliminate the possibility of all mistakes, but it can present the pros and the cons of the situation so the decision-maker is able to reason or weigh the consequences of his or her actions.

(6) Better decisions are also made when students are introduced to, practice, and become skilled in the processes of "how to use information" and "how to make decisions." These processes, when introduced as part of an educational curriculum, can allow students to understand and use wider ranges of information. They also aid a student in identifying his or her own personal decision-making values and strategies.

CHAPTER FOUR: INFORMATION CURRENTLY COLLECTED AND ITS POTENTIAL USE BY STUDENTS.

(1) What information is collected now which could be made available to students? There is a large amount of information currently being collected from students and prospective students, from postsecondary educational institutions, from governmental agencies and employers which, if made available, could answer many of the questions prospective students are asking. A substantial amount of information is already collected from students each year in the following ways:

a. while taking college aptitude tests and applying for student financial aid. (American College Testing Program and the College Entrance Examination Board);

b. while entering schools at approximately 600 collegiate two-year and four-year institutions. (American Council on Education);

c. in special and periodic surveys of student aptitudes and characteristics. (The Department of HEW National Center for Educational Statistics Survey of 18,000 high school seniors, the Carnegie Commission on Higher Education Survey of Student and Faculty Opinion, the National Commission on the Financing of Postsecondary Education Survey, the U.S. Bureau of the Census Surveys, and the Yankelovich Survey of Student Attitudes);

d. while in an institution through course and faculty evaluations and other surveys;

e. after leaving an institution by alumni groups, and by agencies monitoring student outcomes and satisfactions.

(2) Institutions are surveyed each year by federal and state education agencies (such as the National Center for Education Statistics' Higher Education's General Information Survey [HEGIS] and the Office of Education's fiscal operations reports on the expenditure of federal financial aid), often involving information about institutional income and expenditures, enrollments, facilities, and plans.

Unfortunately, this information is not normally available to students. Because it remains in reports which sit in the research and planning offices at educational institutions, and in the libraries of educational researchers and policy planners of government education agencies and educational information services. *In addition, this information is usually in a form which is usable by researchers, administrators and planners, but is too detailed for prospective students.*

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(3) **How can current information be used to allow prospective students to compare programs?** Current information can be presented to prospective students in the form of summaries of costs, profiles of characteristics of students and their purposes, simplified explanation and application forms for student financial aid, and summaries of outcomes of students in terms of jobs and satisfactions.

(4) **The key is to allow prospective students to compare for themselves.** Thus, the formats for presenting information must be prescribed by an agency which does not have a conflict of interest (or purpose) with the prospective student. Educational institutions have a conflict of interest in inducing enrollments of particular kinds of students—rather than aiding students to make the best personal choice. Governmental agencies also have conflict of interest with the student because they have training and cost priorities which may not coincide with those of the student. However, governmental agencies have less of a direct conflict than institutions. Governmental agencies have an interest in helping students make good choices because bad choices are directly reflected in wasted resources in the form of loan defaults and the costs of subsidizing students and institutions.

Currently, there are no agencies directly accountable to students or prospective students which collect, summarize and communicate information to prospective students.

(5) **Students could receive the best available information by having state and federal education agencies prescribe comparable formats of information, test such forms, and communicate these forms of information to prospective students.**

This can be done through the use of educational prospectuses on the programs of institutions, similar to the prospectuses prescribed for the sale of stocks, bonds and real estate. In such prospectuses, each institution provides information in the prescribed form and certifies that it is complete and accurate. In addition, information in the control of government educational agencies or services can also be required to be disclosed.

The exact format of such prospectuses and requirements for dissemination will evolve over a period of time based on the information then available, and evidence based on tests of what is "useful" to students and other consumers of information.

(6) **How much does this information cost?** Information is not free. The definition of information involves the arrangement of seemingly diverse data into a "form" which makes sense for specific purposes for specific kinds of persons.

Thus, disclosing information already collected involves minimal additional cost. However, the arrangement and testing of information in new forms or formats to meet the needs of specific new audiences will involve additional costs. And, the communicating of such information to new audiences can involve substantial cost.

(7) **Additional costs for prospective students, institutions, and government agencies are inevitable.** Institutions will incur small additional costs by new requirements of disclosure. Federal and state agencies will incur additional larger costs in regulating the disclosure by institutions; and by their own efforts to test and communicate the information. At the statewide level, however, new techniques of mass communications render the average cost per message communicated small, particularly where the potential audiences for information is every person in a state. For example, a statewide direct mailing to families of all high school students can be done for about 25 cents per person, including the preparation of materials.

• • •

–Sexton/CPS

STUDENT GUIDE TO ECONOMIC SURVIVAL

FINANCIAL AID
RIGHTS ORGANIZATION

Cover of student guide published at the University of Massachusetts at Amherst

Recommendations:

Book One

Chapter One

- 1. STUDENT
INFORMATION BILL OF RIGHTS

1. The Right to Complete and Accurate Information about All Pertinent Educational Opportunities and Resources.

Students, prospective students and their families should have the right to complete and accurate information about their postsecondary educational rights, opportunities and resources from governmental and institutional sources. This information should be validated by student testing through consumer-based organizations and be in easily understood formats and be readily accessible to students. The student also should have the right to refuse material collected directly from students and funded with funds by agencies outside the institution.

2. Statutory Expression of the Right to Information.

The basic full disclosure provisions should be enacted into statute as a requirement of eligibility of each institution which enrolls students receiving federal assistance. Such a provision should be self-executing and incorporate regulations before going into effect and should be the basis for individual student's rights to sue for damages for misrepresentation. Exact definitions of what is complete and accurate information and who should be disclosed with whom over a period of time. We feel that the principle of protection over postsecondary educational institutions is important to protect students who need information and to ensure the purposes and fulfillment of all federal student aid programs.

The statement governing should also charge the U.S. Office of Education with the responsibility to devise or promote a system that disclosures are made in standard formats which are understandable to prospective students and promotes comparisons between programs and institutions.

3. Regulations Must Be Made By Council of Experts, Consumers and the Public in Regular Consultation.

For the purposes of public credibility, students, prospective students and members of the public should be placed in positions of responsibility on federal agencies, many bodies, state licensing and approval bodies, private accrediting bodies, and other bodies which collect and disseminate to consumers about educational benefits which accept assignments and regulate postsecondary education.

4. Self-Help Guidelines and Bias Free Guidance and Counseling.

Students, prospective students and their families should have the right to local information, local policy and local explanation of problems at their own private or individual self-help counseling, without making long distance calls. Centers making a federal aid will not [illegible] and without sending someone something or to get something on. The steps that prospective should be developed to show the assistance of cooperating agency with the local concept of consumer help, materials, and help or a service. When dealing a problems with the large number of persons [illegible] as the school has shown a pattern withdrawal from schools, it is important that the rights of the student and the school are clearly outlined so that the withdrawal is made without the necessity of undue and long hardship or litigation.

[illegible]

WHERE & HOW TO GET MONEY FOR COLLEGE 1975

providers who have motivations that conflict with those of the student. Misleading information about GSLP loans and repayment policies have been identified as a part of the tactics of unscrupulous salespersons of certain proprietary institutions. Further pressure in this area can be expected as competition increases.

(4) Because of the importance of financial aid information to overall student decision-making it is essential that students know what sources, types, and approximate amounts of financial aid are available early in their high school programs. Many key decisions about high school programs are made in the 9th or 10th grade. Such decisions affect a student's later eligibility for college or other postsecondary programs. Early financial aid information can help students and parents set realistic goals and plan rationally about post-high school options. Such information is particularly important to low income, minority, and disadvantaged students.

As students progress through high school, more detailed information should be made available as he or she begins to narrow the range of options. Information about how and when to apply and specific eligibility information become crucial at this later stage.

(5) Once enrolled in an institution, student information needs shift. Students need to know the conditions and terms of their awards. In particular, they need to understand how different activities (such as working part-time) might affect their eligibility. If their aid package contains loans, they need information about loan terms, repayment procedures, and the impact of loan payments on their income. They also need information about their right to appeal decisions concerning their awards. As the courts continue to hear cases dealing with financial aid procedures and regulations, more and more procedural rights will be defined, thus opening up a new area where information resources must be developed.

(6) Any major efforts to improve the flow of information concerning financial aid programs must begin with a recognition of the multiple audiences who need information. High school seniors, ethnic and racial minority groups, veterans, older women, students who have 'stopped out', and students already enrolled in postsecondary schools are just some of the various audiences in need of financial aid information. While overlap does exist, each group demands a different approach on the part of the information providers. Successful information dissemination efforts are based upon a properly identified target audience that is reached by appropriate means. Several examples are presented in the papers covering current federal and state efforts.

(7) One final theme that has reappeared time and again is the need to coordinate the numerous aid programs' approach to information dissemination. With 7 major federal programs and countless state and institutional programs each targeted at different but overlapping audiences, there is much confusion about the proper roles of the various participants in the system.

There is clearly a need to develop the emerging Federal-State-Institutional-Student financial aid partnership as a tool for coordinating the flow of information by defining the responsibilities (fiscal and administrative) of each partner for providing information to students.

● SEVERAL EXISTING STATE INFORMATION SYSTEMS

The major themes of the six papers in this section revolve around a description and analysis of the *existing* information system at the federal level and in 5 states (California, Oregon, Wisconsin, Illinois, and New York). The highlights of these six surveys are presented below.

• California

(1) Dissemination of information about student financial assistance in California is a function of a wide variety of agencies and institutions. The three segments of public higher education (University of California, State University and College System, and local Community Colleges), the State Scholarship and Loan Commission, private colleges, proprietary schools, high schools, and community organizations are all involved in the distribution of information about financial aids.

(2) The sources of the "information gap" in California can be traced back to three areas:

a. the lack of a centralized agency charged with the responsibility to coordinate overall information dissemination efforts;

b. the lack of a comprehensive information base on costs and financial aid, coupled with a system to distribute this information to all types of audiences;

c. a lack of trained persons to analyze, consolidate, and deliver information to students.

(3) At the state level there is no legislative or statutory mandate for state agencies to assume a leadership role in disseminating information about financial assistance. The state scholarships commission distributes applications and supporting material to local high schools and relies upon them to communicate that information to students. Dissemination of information then becomes a function of the interest of local officials and their budgets.

(4) Each segment of the higher education system (3 public systems plus private colleges) operate their own recruiting, admissions, and financial aid information systems primarily on a campus by campus basis. While there is cooperation and coordination of these efforts *within* each system there is virtually none *between* these four segments of higher education.

(5) Each segment utilizes fairly traditional methods, (such as campus visits, seminars for counselors, alumni visits, etc.) **to reach its own traditional student clientele.** Information about financial aid is not a high priority except for the private colleges. Campus Financial Aid Officers play a key role in existing information efforts about financial aid. Proprietary schools rely more upon mass media information efforts than do institutions of higher education.

(6) There is general agreement among most persons concerned with financial aid in California that high school counselors are a major contributing factor to the information gap. They believe that counselors lack the time and background to develop the understanding of financial aid programs needed to play a positive role in information distribution and counseling. Another major criticism of counselors concerns their lack of objectivity or fairness in dealing with students from minority or disadvantaged backgrounds. Counselors often screen out such students from receiving information about post-secondary options and financial aids.

(7) The minority and disadvantaged communities are served to a limited degree by the federally funded Trio Programs (Talent Search, Upward Bound, Special Services). These community based counseling programs are effective in reaching non-traditional students but lack the funding and coverage needed to serve California's large minority populations (17% Chicano and 8% Black). These efforts are supplemented by community groups such as the League of United Latin American Citizens Education Service Center which attempt to increase the number of minority group persons in higher education. The success of these community groups stems in large part from their use of peer counselors to shape information strategies to local needs and to provide one-to-one counseling services.

(8) The state legislature is beginning to recognize the need to develop and fund a student aid master plan that has a strong information dissemination element. Legislation currently under consideration would provide $6 per grant awarded for information dissemination efforts (approximately $250,000). Additionally, the legislature has requested the state postsecondary education commission to develop a proposal for a series of regional community based counseling centers to improve information flow to non-traditional students.

• Oregon

(1) The state of Oregon has a fairly sophisticated and comprehensive information system which provides prospective students with information about postsecondary options and financial aids. The key elements of this system are: a) The High School Visitation Programs b) The Oregon State Scholarship Commission's Uniform Application Process c) The Oregon Career Information

System d) Ongoing surveys of student information needs.

(2) Liaison between institutions of higher education and Oregon high schools is maintained and coordinated by three agencies. The Oregon High School-College Relations Council, the State Office of High School Relations, and the Pacific Northwest Association of College Admissions Counselors. These organizations attempt to organize and coordinate the flow of information about various options to high school counselors and through them to students. They prepare various written and audio-visual materials for use in Oregon high schools as well as operate the state's programs for assisting disadvantaged students to attend postsecondary schools.

(3) The state Office of High School Relations conducts 3 yearly surveys which provide a base of information for planning and evaluating information dissemination efforts. These surveys cover the following groups:

a. High School seniors are surveyed each spring as to their expected post-high school activities.

b. A follow up survey is conducted each fall of these graduates to determine what they actually are doing.

c. A follow up survey is conducted each fall of the top 10% of each high school class to determine their post-high school activities.

(4) Most direct information dissemination activities are based in the high school and it is the individual initiative and attitude of the counselor which is the greatest factor in determining the effectiveness of information dissemination efforts. Thus, while there is coordination at the top, and fairly high quality information is available to the counselor, the key element in the system is the local counselor. Below is an outline of the typical information system in an Oregon high school.

I. Information Dissemination

A. Resources for Counselors
   1. College catalogs (Lovejoy's, Barron's, and all Oregon colleges, universities and proprietary schools)
   2. Conferences at various universities and institutions (including those sponsored by the Oregon State System of Higher Education Office of High School Relations and the Oregon State Scholarship Commission)
   3. Meetings among inter- and intra-city high school counselors to exchange information on post-high school options
   4. Newsletters, bulletins and other materials from agencies associated with high school-college relations
   5. Career information System

B. Dissemination of information obtained by counselors.
   1. Cassette tapes and slide presentation (Provided by the Office of High School Relations)
   2. Visitations from admissions people representing institutions (public, independent, and proprietary schools)
   3. Dad's Club; College Fairs
   4. Career Day

II. Mailings

A. Mailings and additional materials available to students
   1. Post-High School Plans Report—Class of 1974
   2. "Facts to Know in Picking a College"; a *Reader's Digest* reprint by Loren Pope
   3. Special Bulletins (sent out in February to the parents of juniors)
   4. *Facts to Remember About the SAT* (sent out in February to parents of juniors)
   5. *After High School, What?* (sent out to parents and students in October of senior year)
   6. *Meeting College Costs* (sent out in November of senior year to parents of students.
   7. Self-Counseling Exercises (available in the counseling office at any time)
   8. *Check-list of Key Deadlines*, '74-75 (sent out the first of the academic school year to juniors and seniors)

B. The money for these mailings (that the high schools send out) comes from the PTA Associations.

C. The above mentioned resources and information are also available to any student during the year in the counseling office.

(5) The Oregon State Scholarship Commission's Uniform Application Process (UAP) has markedly decreased the complexity of the student financial aid system in Oregon and has thus helped simplify the information that must be communicated. UAP has replaced the up to 8 different forms that had to be filed to receive state and/or institutional aid with one single form per institution a student seeks to enter. UAP has made possible the uniform determination of need and common aid packaging among institutions, thereby greatly lessening student and parent confusion about the aid system. Combined with these changes is the institution of "rolling" application deadlines throughout the year. The net effects of these changes is a simpler overall aid system that is more comprehensible to counselors and students and thus one that is easier to communicate about.

(6) The Oregon Career Information System (CIS) is an experimental computer-based career counseling system. It is designed using interactive computer programs

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to allow an individual student tco investigate various occupational and educational optidons by drawing on self-testing and informational data bbases maintained and updated by computer. While still i in its early stages the system has proven to be flexible anad has been accepted with enthusiasm by its users. It holdds potential for providing key information to large groups s of non-traditional students at a low per unit cost.

(7) Research efforts are currently underway (conducted by Mary Kinnick of Portland State University) to systematically survey current t and prospective post-secondary student's perceived information needs concerning decision-making on posttsecondary options. These findings will be matched with the results of surveys of admission officers perceptions about the same issues. The objective is to develop a model of what kinds of information should be provided to improve the decision-making processes of students.

• Wisconsin

(1) No agency, institution, or group of individuals is responsible for the distribution of information about educational options or available financial aids in the state of Wisconsin. In fact, the largest student aid agency, the Higher Educational Aids Board (HEAB), not only has no mandate for information dissemination but attempts to minimize its public information program.

This stems from two facts. The first is the fact that traditionally the demand for educational services in Wisconsin has exceeded supply and there was no perceived need to plan or coordinate information services. Secondly, now that a *decline* in enrollment has taken place the budget-conscious state legislature and governor see information efforts as constituency building efforts designed to maintain institutional budgets at historic levels. The combination of, (a) no specific legislative mandate or historic need and, (b) the above described political climate, has discouraged the HEAB from engaging in wide scale information dissemination.

(2) Within the 13 campus University of Wisconsin system there is no coordinated information distribution system. This is a result of the fact that until recently student demand always exceeded supply at these schools. Now, in a declining enrollment environment, campuses are actively recruiting students. These efforts, however, are conducted on a campus-by-campus basis and rely upon different strategies for informing and recruiting students. Information about financial aids is minimal and vague in these various strategies.

(3) Private institutions also primarily recruit on a school-by-school basis but efforts are underway on a small scale to use the statewide association of such schools as a vehicle for cooperative, coordinated efforts to disseminate information about these schools. Information presently is focused on high school counselors.

(4) In this highly decentralized and uncoordinated information system high school counselors are the key people in the system of information dispersal. They must receive, organize and interpret the information directed at them by a wide variety of institutions and communicate this to students. Because of heavy work loads and the confusing nature of the information, their success is minimal as information dissemination for the wide variety of potential students.

Wisconsin High School Seniors (1968) Knowledge of Financial Aids Programs Divided by Total Sample of Men and of Women (Lins, 1969, p. 18)

Type of Financial Aids Program	Men		Women		Total	
	No.	Cum. %	No.	Cum. %	No.	Cum. %
Wisconsin Scholarship, Grant, or Loan Programs	336	7.0	320	6.8	656	6.9
Federal Scholarship, Grant, or Loan Programs	111	9.3	87	8.7	198	9.0
Local Scholarship and Loan Programs	89	11.1	122	11.3	211	11.2
Private Scholarship and Grant Programs	63	12.4	87	13.1	150	12.8
Employment Programs	135	15.2	120	15.7	255	15.4
Wisconsin Scholarship and Grant; and/or Federal Scholarship and Grant; and/or Local Scholarship; and/or Private Scholarship and Grant Programs; and/or Employment Programs	500	25.6	591	28.3	1,091	26.9
Wisconsin Loan and Federal Loan Programs	18	25.9	13	28.5	31	27.2
Other	48	26.9	37	29.3	85	28.1
Comprehensive Knowledge of Scholarship, Grant, Loan, and Employment Programs	572	38.8	602	42.2	1,174	40.4
NO KNOWLEDGE INDICATED OF ANY TYPE	2,957	100.0	2,716	100.0	5,673	100.0
TOTAL	4,829		4,695		9,524	

Recent studies indicate that the traditional high school counselor-based information system has not been effective in reaching the large majority of potential and prospective postsecondary students in Wisconsin.

(5) Currently there are six major "clientele" groups of postsecondary institutions. These are:

a. Lower-middle income White working class
b. Rural White farm family and rural community support family
c. Upper middle class White
d. Urban Black
e. Native American in Milwaukee and Northern Wisconsin
f. Veterans

(6) The federally funded TRIO programs currently attempt to serve the Black and Native American clientele groups through community based counseling programs. Their chief efforts center on early identification of potential students while in high school and intensive counseling and tutoring through high school. Evidence indicates that these programs have made a significant impact upon these non-traditional student populations but lack the funding necessary to expand services to fully cover the state.

(7) Veterans are the only clientele group served by a state program that does have a legislative mandate to engage in wide-spread information activities. As a result, over 90% of all returning veterans are reached by these state programs. The state program consists of various financial aid programs for veterans and a strong outreach counseling program designed to contact each Wisconsin veteran and counsel him or her about all social, medical and educational program benefits available in Wisconsin. It relies heavily on peer counseling for its high level of success.

• Illinois

(1) Information dissemination in Illinois is characterized by large numbers of institutions, all competing for student enrollment in a tight market, conducting uncoordinated information campaigns. Information campaigns are conducted on a campus by campus basis and are aimed at winning a target clientele defined by variables such as geography, income, or academic ability. Information efforts are aimed at recruiting Full Time Equivalents (FTE's) not in preparing students to make rational choices.

(2) The primary official source of information about higher education options and financial aid is the high school counselor. The primary information problems of high school students revolve around counselors and may be outlined as follows:

a. Although information on postsecondary options is centered with the counselor, indications are that many students simply do not go to their counselor.
b. Career and vocational counseling and information services are very poor.
c. School administrators limit who is able to distribute information to their students.
d. Counselors often function as "gatekeepers," informing students of options that match the counselor's perceptions of the individual student's abilities.

(3) Proprietary institutions on the other hand, seem to rely on an information strategy that is not based on the high school. Information distributed by these institutions tends to rely heavily upon the relationship between a particular program and later job placement results. Normal information distribution methods include:

a. Word-of-mouth advertising is particularly useful within the industrial sector. Graduates and management level personnel are encouraged to recommend these programs to others.
b. Conventional salespersons are major information dissemination.
c. Larger institutions rely heavily on mass media advertising campaigns to disseminate information.

(4) Financial aid information distribution is also handled on a campus by campus basis. The wide range of institution-based aid programs has spawned a maze of application forms, processing requirements, and timetables. These factors greatly complicate the task of communicating financial aid information.

(5) The Illinois State Scholarship Commission (ISSC) has instituted a coordinated and intensive program to distribute information about the financial aid programs that it administers. An Office of Information Services (OIS) is specifically charged with the responsibility for designing and operating a financial aid information distribution system. This office serves high school and community counselors as well as students. Seminars, newsletters, financial aid handbooks, and audiovisual materials are prepared by the office and distributed to high school counselors. Information efforts directed at students include direct mailings to all public aid recipients, mass media advertising, mailing ISSC applications to qualified students who didn't apply and, beginning in 1976, regional counseling offices.

Many consider this program to be one of the most effective in the country.

• New York

(1) High school counselors are the major source of information about postsecondary educational options for

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many students. They are not well trained, nor do they have the time to do the job of distributing information about postsecondary education effectively.

(3) Racial, sexual, and academic tracking are major aspects of high school counseling. The counselor often serves as the institutional representative who translates social background into high school program choices and later into career or postsecondary educational choices.

(4) Peer counseling is not confined to the young. There are many rare age, geographical, and class exclusions which will continue to be difficult to serve unless new counseling methods are designed for each group.

(5) Institutions fill most of the void of counseling by providing information to attract enrollments, based on often outdated and prejudicial concepts of the institution and its clientele. Based on such images, each institution attempts to maximize its own exposure at levels of high school counselors, chairmen, and advertising outlets.

EFFORTS AT THE NATIONAL LEVEL

(1) The United States Office of Education lacks a comprehensive information dissemination program concerning the financial aid programs it administers. The failure of the BEOG program to utilize even $135 million in student aid funds appropriated for fiscal 1977 is evidence that substantial numbers of prospective students were not reached. Information dissemination efforts have been hampered by the lack of clear Congressional mandate in authorizing legislation. Less than $1 million is spent annually on information distribution by the BEOG program which will distribute over $700 million in aid during 1975-76.

(2) The TRIO programs of Talent Search, Upward Bound, Special Services, as well as Educational Opportunity centers represent the major USOE effort at information distribution to low income families. Some $74 million annually is budgeted for these programs which provide recruiting, counseling, tutoring, and information services for low income students. They all have clear legislative mandates for information dissemination. These programs have generally been successful but their coverage is limited chiefly due to lack of funding.

(3) Three major federal grant programs operated outside the USOE have more advanced information distribution systems. Programs administered by the Bureau of Indian Affairs, the Social Security Administration, and the Veterans Administration provide large amounts of aid to students. Because their audiences are fairly specific they have been able to target information efforts more precisely. They each possess comprehensive information distribution plans which are integrated into their overall operations. Substantial budget support is provided by these efforts. Direct mailings, mass media advertising, and personal contacts by agency representatives are some of the most common techniques utilized to reach these well defined audiences.

(4) Private financial assistance and information organizations play a major role in providing information to students, both directly and indirectly. Through information they provide to institutions about potentially eligible students. The American College Testing Program and the College Scholarship Examination Board have both played key roles in individual states and at the national level in promoting better information about financial aid and available postsecondary options.

(5) Private companies, such as Scholarship Search and National Scholarship Locator Board, have begun to provide students (for a fee) with personalized computer printouts which outline available financial aid resources. These services seek to provide the individual with a road map through the maze of financial aid programs. Additionally, new books are appearing on the market (*E. Making It: A Guide to Student Finances*, Harvard Student Agencies, 1975) which also seek to provide individual students with guidance through the maze of financial aid programs.

(6) National Associations of many types are beginning to take an interest in distributing information to their members about postsecondary options and financial aids. Groups such as the American Legion, National Association of University Women, and the National Scholarship Service Fund for Negro Students are all engaged in such efforts.

(7) Finally, the many educational programs of the Armed Forces are a major aspect of the information system nationwide. One visible example is the Army's "Project Ahead." It provides tuition assistance to soldiers both during and after military service. It is used as a recruiting tool to increase Army enlistments. Currently $2.9 million is being spent on advertising the program which has small funding of $12 million annually. Of that specific amount, 30% of its resources on information distribution. Its impact has been quite noticeable as time exists.

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Recommendations:

Book Two

The financial aid information section of the Informa tion Gap Project has developed 14 recommendations for improving the provision of information about costs and financial aids. These recommendations are based on the themes and findings outlined above in the discussion of student information needs and the existing information system in operation at the national level and in 7 states. These recommendations may be grouped into two broad categories, those dealing with the creation or organization of a successful information system and those aimed at specific tools or methods that should be utilized to reach prospective students. What follows is a brief discussion of each of the recommendations.

1. COORDINATION AND PLANNING

There is currently no one in charge of information dissemination about financial assistance at the federal level, or in most states. It is crucial that specific responsibility (be) designated for information dissemination for each operation of the emerging "federal-state-institutional-client partnership" for the administration of student aid.

A large number of federal, state, institutional, and private agencies are engaged in various information efforts, operating in a totally uncoordinated manner. Resources are being wasted while large groups of prospective students are left untouched by these efforts.

There is a need for the development of a comprehensive plan financial aid information dissemination plan that (ties the) responsibilities of each of these many parties to the provision of information to the many different types of prospective students.

As pointed out above, the lack of specific measured responsibilities for information dissemination has been a major factor contributing to the information gap.

A master plan should also address the crucial problem of providing adequate funding for dissemination efforts.

The U.S. Office of Education and the appropriate state financial aid agencies should estimate appropriate funding levels for information dissemination and present them to the respective legislative bodies for consideration (and) along with appropriation requests for aid programs.

2. SIMPLIFYING THE AID SYSTEM

Reducing the complexity of the student aid system can make a major contribution to the closing of the information gap about financial assistance.

As noted in study after study (and) in case after case, the complex maze of programs, procedures, forms, need analysis systems, deadlines, and eligibility standards is a direct, (the) system itself is a barrier to effective communication to students.

High school counselors (are) especially (in) the information system, are unable to keep up with the ever changing student aid programs. Yet, they are called on to explain that system to students. Small wonder, then, that they are losing a good job. The recent efforts of the National Task Force on Student Aid Problems (that got Task Force) have attempted to simplify the student loan and grant(ing) aspects of the system. The success of these efforts (as) greatly aid the task of improving information dissemination among all types of prospective students.

DECISIONS AND OUTCOMES

Summary:

Ghost Towns

Recommendations:

Book Three

The Counseling section of the Information Gap Project has developed *three basic recommendations* for improving counseling as an information service: (1) the adoption of advocacy or client centered counseling; (2) greater use of computerized vocational information services; and (3) development of community and regional counseling centers.

1. ADVOCACY COUNSELING

The greatest single problem resulting in the relative ineffectiveness of counselors is their lack of credibility in students' eyes.

We feel that this is caused primarily through student confusion over the multiple roles that counselors must play: gatekeeper, administrator, disciplinarian, and finally, advisor to the student. By definition, a counselor cannot unilaterally limit student choices and serve his or her best interests. If the counselor must perform administrative duties that involve disciplining the students, approving courses, and gatekeeping, the relationship becomes essentially manipulative rather than helpful.

The counselor should clearly be an *advocate* for and an *ally* of the student. As an advocate the counselor has three primary functions: (a) to be personally supportative (b) to be able to locate information needed by the student (c) to help cut red tape and to assist the student in understanding the maze of recruitment, admissions, and financial aid information which confronts them.

(a) **There is clearly a need for counselors to provide a supportative atmosphere** in which a student may explore his or her career and educational options. Such an atmosphere is inherent in being able to make a free choice. It is further supported by the relative success of counselors who have a higher degree of background and experiential co-membership with students and are therefore presumably more supportive. Only through such a relationship is the student free to ask for whatever information they require and can the counselor effectively act as an advocate for the student. Such advocacy should aid the student in overcoming sexually and ethnically stereotyped roles which limit their educational and vocational options.

(b) **The vast amount of information which confronts students needs to be organized.** Originally counselors needed only to know what vocational choices confronted the student in an immediate geographical vicinity, and these choices were limited. The situation from the early 1900's has, of course, changed dramatically to the point where highly mobile students are able to attend a great potential number of institutions and where careers are both more numerous and more complex. In financial aid opportunities alone, the amount of financial aid dollars has increased to the level of 66 times what it was 19 years ago from $100 million to $6 billion per year. **There is, therefore, a great need for counselors to be able to continuously understand and update available information as one of their central functions.**

(c) **Students are confronted with an often intimidating array of forms, deadlines, misinformation, and regulations. Counselors must act as red-tape cutters to help students sort and overcome these problems.** The College Scholarship Service Student Committee has identified numerous cases of students who were otherwise qualified, losing out on financial aid monies through such confusion or administrative bungling. There have been numerous cases reported of students being duped by shoddy recruitment practices, particularly at proprie-

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tary schools. The counselors should be the student's best source of overcoming these problems.

One goal of advocacy counseling should be to promote the opportunity for all students to have access to counselors with whom they share features of social identity and communication style.

Thus, a "pool" of counselors should be available to a particular population of advisement clients. It should include—but need not be restricted to—counselors sharing with groups within that population a range of life experiences and culturally-based identity attributes. A student should be able to chose from among this pool a counselor with whom he or she feels comfortable interacting, and with whom the student feels his or her best interests are being served. Individual differences within cultural and membership groups mean that some students will select counselors with whom they have comembership and share ethnicity, while others will not. Which ever the case, choice should remain with the student.

● 2. COMPUTER INFORMATION SERVICES

Computerized Information Services (CIS) appear to be the best way of reducing the present 621 to 1 student-counselor ratio.

Computer guidance services can store, retrieve, sort and relate vast quantities of data; can often simulate a conversation and respond to the immediate demands of the user; can repeat the same process with unfailing accuracy innumerable times; can be easily revised and updated; are *relatively economical;* can screen and sort options on the basis of specifications provided by individual users; and can operate largely independent of counselors.

The sources of information that contribute to computerized information sources are diverse and can be verified independently. This means that a student has a greater chance of getting accurate information. A CIS will have more information than an individual counselor could possibly provide. CIS can also be used individually in a non-threatening atmosphere and many systems can generate printout sheets so that the information on schools, job opportunities, and programs such as financial aid can be retained. *The systems that are operational in Oregon, at the New York Educational Opportunity Center, and elsewhere have been shown to be effective.*

Computer services are also useful administratively in insuring that information reaches a wide audience of prospective students. The City University of New York sends a personalized CUNY application form to every senior in the public high schools in New York City. This application has the student's name on it and a copy of their transcript imprinted on the application. A student can indicate their need for financial aid information by checking off the appropriate box. A financial aid application will then be mailed immediately. This process of direct mailings to every prospective student within a service area can be done in large service areas only with such technological aids.

● 3. COMMUNITY CENTERS

The establishment of community and regionally-based counseling centers should be supported.

Such centers will be useful in serving the growing clientele of older students who do not have access to high school counseling and also in serving the many students who are unable to relate to their high school counselors. *Because such centers are independent they are the best protection for students from growing practices of institutional competition for students.*

Community centers would do much for providing a home for advocacy counseling. They would be non-school based so that they would not give counselors the opportunities to practice the roles of disciplinarian, school administrator or gatekeeper. In such a situation, the counselor's role could be defined exclusively as that of student advocate. Oriented to serving students' interests from outset, counselors would be more inclined to give students' decisions and objectives primary consideration in the counseling process. Standing apart from the obligations and affiliations of school personnel, they would be better able to offer students their perspective on institutional processes such as gatekeeping and to coach them on ways to navigate bureaucratic channels.

The use of paraprofessionals in existing community-based counseling centers would serve to increase the pool of counselors from which students would select. These counselors could introduce students to new role models and would be less likely to be bound by old stereotypes than a counselor who had risen through the teaching ranks and spent virtually their entire life in the educational system. *As community-based centers they would be more likely to be responsive to the immediate needs of the community through outreach programs, supportive tutorial programs, and child care.*

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CIS

HELLO; PLEASE ENTER YOUR NAME, THEN PUNCH THE 'RETURN' KEY.
??JOHN
WHICH AREA ARE YOU IN:
LANE COUNTY? (TYPE IN 'LANE').
PORTLAND METROPOLITAN AREA? (TYPE IN 'PORT').
COOS-CURRY COUNTIES? (TYPE IN 'COOS').
OTHER AREA? (TYPE IN 'AREA').
?AREA
HELLO JOHN,
HOW DO YOU WANT TO START?
IF YOU FILLED OUT THE QUESTIONNAIRE IN YOUR HANDBOOK,
        TYPE IN: 'QUEST.'
IF THERE ARE OCCUPATIONS, EDUCATIONAL PROGRAMS,
OR SCHOOLS YOU WANT INFORMATION ABOUT,
        TYPE IN: 'INFO.'
?DESC 4126
 4126     FISH AND WILDLIFE SPECIALISTS
FISH AND WILDLIFE SPECIALISTS WORK WITH SUCH NATURAL RE-
SOURCES AS SOIL, WATER, PLANTS & ANIMALS TO PRODUCE AN EN-
VIRONMENT THAT SUPPORTS ANIMAL LIFE.  THESE SPECIALISTS
MANIPULATE NATURAL RESOURCES AND WILDLIFE FOR THE OVERALL
BEST INTERESTS OF MAN, WHETHER THESE BE ECONOMIC, COMMER-
CIAL, RECREATIONAL OR AESTHETIC.  THEY RESEARCH AND
APPLY SCIENTIFIC SOLUTIONS TO PROBLEMS BY SURVEYING
AND RESTORING MARSHES, LAKES, STREAMS AND SURROUNDING AREAS;
MANAGE WILDLIFE REFUGES AND GAME AREAS; ENFORCE CONSERVATION
REGULATIONS AND EDUCATE OTHERS ABOUT WILDLIFE CONSERVATION.
SOME FISHERY SPECIALISTS WORK IN ARTIFICIAL PROPOGATION
OF FISHES AND IN WATER QUALITY ASSESSMENT AND CONTROL.
IN THE PACIFIC NORTHWEST, MANY FIELD MANAGEMENT BIOLOGISTS
MONITOR THE TIMBER INDUSTRY; KNOWLEDGE IN TIMBER HAR-
VESTING TECHNIQUES AND RELATED PROBLEMS IS BECOMING
ESSENTIAL FOR SUCH POSITIONS.

ABILITIES:  ABILITY TO WORK ALONE AS WELL AS WITH OTHERS;
SELF-DISCIPLINE; AND FOR THOSE INTERESTED IN RESEARCH,
A HIGH DEGREE OF ACADEMIC ABILITY.  GOOD HEALTH IS
IMPERATIVE FOR MANY ASSIGNMENTS.  HIRING REQUIREMENTS:  A 4
YEAR COLLEGE DEGREE IN PHYSICAL OR BIOLOGICAL SCIENCES, OR
IN FISH & WILDLIFE MANAGEMENT OR RESEARCH.  EMPLOYERS: FED-
ERAL & STATE AGENCIES GOVERNING WILDLIFE, CONSERVATION AND
PARKS.

TRAINING:  AVAILABLE AT OSU.  CURRENT EMPLOYMENT:  THIS IS A
SMALL OCCUPATION WITH AROUND 675 STATEWIDE; MOST ARE FISHERY
SPECIALISTS WHO ARE CONCENTRATED IN A FEW COUNTIES, ALONG
THE COAST, COLUMBIA RIVER, & WILLAMETTE VALLEY.  SALARY:  EN-
TRY-LEVEL SALARIES FOR AQUATIC OR WILDLIFE BIOLOGISTS
IS $7,500-8,000/YEAR.  EMPLOYMENT PROSPECTS:  SURPLUS OF
APPLICANTS.  THE OUTLOOK DEPENDS ON THE AVAILABILITY OF
PUBLIC FUNDS & REPLACEMENT OF PERSONS WHO LEAVE THEIR JOBS.
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A sample Computer Information Service (CIS) printout from a career and education information system in Oregon.

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